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The Implementation of Discipline and Responsibility through Procedure Texts in High Schools Students' Textbooks

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The Implementation of Discipline and Responsibility through Procedure Texts in High Schools Students' Textbooks

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Abstract

School is the place where younger generations are educated both intellectually and characteristically. Through schooling, students are projected to able to develop their potential so that they are capable of living independently in society and pursue higher education. To achieve this objective, students are required to establish, among others, the character of discipline and responsibility since both knowledge transfer and character building are inseparable in teaching-learning processes. During the pandemic, however, the teaching-learning process is facing a new challenge by which both teachers and students must carry the process through online courses. Alternatively, the character of discipline and responsibility can be introduced to students through procedure texts. Procedure text is a type of text whose purpose is to instruct in how to do something through a sequence of steps. Procedure text requires students to 'get something done' by the mean of strictly following the steps prescribed in the text. This qualification demand students performing the character of discipline and responsibility so that the goal could be achieved accordingly. Moreover, the teacher are to build the character of discipline and responsibility from an early age. Students' discipline and responsibility improvement necessitate students' awareness as well as both parents' and teachers' guidance.

Keywords: *Procedure Text, Character, Discipline, Responsibility*

Introduction

School is the institution by which the government or private organizations prepare young generations to be intellectual, independent, and well-mannered. To achieve the goal, the government initiated a twelve-year compulsory education program. In the 2008 regulation in education program, the government states that a twelve-year compulsory education program is the minimum education program that is imperatively partaken by Indonesian citizens as well as provided by the central and local government. The goal of this program is to provide Indonesian citizens with minimum education to improve their potentials so that they can live independently in society or pursue a higher education level.

To enhance students' ability to live independently in society, the character of discipline and responsibility is undoubtedly necessary. Parents and teachers, as well as students, must therefore take part. Parents must provide any material needed by students as well as 'non-material' needs, such as parents exemplifying the act of discipline and responsibility. The teacher must be able to transmit knowledge and inspire the students. The teacher is also responsible to encourage the students to act discipline and responsible. However, the most important part is that the students themselves must be capable of internalizing the values of discipline and responsibility. Students must be accustomed to acts of discipline in school, such as being on time, consistently attending the class, following the rules, and so on. Students should also be accustomed to the act of responsibility, such as sending assignments on time and performing tasks given by the teachers accordingly.

The examples of character building listed above are typically practiced at school. During the pandemic, most teaching-learning activities are performed through online courses. Practicing such aforelisted activities is quite challenging. Even so, teachers are responsible not only for teaching but also for educating students. As widely known, the teaching-learning

process involves both the transmission of knowledge and character building. Teachers are, therefore, insisted on both transmitting knowledge and building students' characters even under the constraints of very limited means of interaction. In this pandemic era, most teachers improve students' discipline and responsibility by urging them to consistently attend the virtual class on time – with the camera on. Also, the teacher can urge students to do assignments independently and submit them on time.

Alternatively, while doing so, the teacher can also take advantage of the teaching materials to develop students' discipline and responsibility. In Indonesian teaching-learning, every type of text taught at junior high schools, such as descriptives, expositions, narratives, procedures, and explanations embeds specific values. Procedure text, for example, naturally requires the reader to 'get something done' by the mean of strictly following the steps prescribed in the text. Procedure texts, therefore, embeds the value of discipline and responsibility. The nature of texts can be a fruitful resource to educate students' characters. This article discusses the implementation of discipline and responsibility character in the procedure texts in secondary school.

Method

This research employed a qualitative descriptive study. The collected data consisted of primary and secondary data. The primary data were taken from junior school textbooks, while the secondary data were taken from Venda Margareta, Bima Tian Hidayat, Christina Priska Harsiwi, Nur Eka Putri, and Fita Nurul Fatimah. The data were collected through documentation techniques and literature study to analyze Indonesian students' textbooks in junior schools. To ensure data validity, Rohmiyati (2010) suggests an examination technique that includes four criteria, namely credibility, transferability, dependability, and confirmability (Rochmiyati. Siti, 2010). This study employed the credibility criterion to ensure data validity. The validity of the data was also carried out by peer examination techniques through Focus Group Discussion (FGD). To analyze data, this research employed the interactive data analysis model proposed by Miles and Huberman (2012). Qualitative descriptive analysis techniques incorporated data reduction, presentation, and verification (Miles, M. B., & Huberman, 2012). The technique was exerted to examine the discipline and responsibility character in procedure texts.

Results and Discussion

Building the character of discipline and responsibility for students are to be trained and nurtured from an early age. The results of nurturing are not instant but will be apparent after a very long process (Maunah, 2016). All stakeholders, particularly teachers and students, should seriously participate. Not only do teachers transmit their knowledge but also educate and provide role models to the students.

Character building in education aims to prepare students to face the challenges of life in society, both in the neighborhood and in the world of work. Therefore, education in schools is expected to be able to produce competitive human resources and be able to compete with other nations. Students are required to have superior knowledge, skills, and attitudes competencies so that Indonesian people can succeed in the global competition (Yani et al., 2018; Pahrudin, A., Triyana, E., Oktarisa, Y., & Anwar, 2019)).

The current education model in Indonesia is designed in such a way that people can synergize with one another. This model integrates the development of all human life aspects cognitively, physically, socio-emotionally, creatively, and spiritually to students (Sahroni, D., & Malang, 2017). Therefore, in the 2013 regulation of the Minister of Education and Culture (*Kemendikbud*) in the structure of the junior high school curriculum, the spiritual and social competencies must incorporate some soft skills, including spirituality, honesty, discipline, responsibility, tolerance, courtesy, and confidence. These soft skills, listed under the term of spiritual competence and social competence, are incorporated in all subjects.

This article focuses on the implementation of discipline and responsibility character in the procedure texts. Below are some examples of the implementation of discipline and responsibility in education in junior high schools.

The Implementation of Discipline Character

- (1) ***Gurumu akan menjadi juri ketepatan dan kecepatan kelompokmu dalam menyelesaikan permainan ini. Kelompok yang membuat contoh secara tepat, memasangkan pada tabel secara tepat, dan paling cepat menyelesaikan menjadi pemenang permainan ini.*** (7th grade, page 115)

(Your teacher will judge the accuracy and the speed of your group in completing this game. The group that answers with the correct example and put that in the correct table, and also finishes the game first will be the winner.

The above quotation is an excerpt taken from the teacher's instruction to students when playing a race of finding and analyzing incorrect usage of sentences in a procedure text. This shows the education characters in junior high school. Excerpt (1) shows the character of discipline of students in carrying out duties and obligations on time. The quote teaches students to become winners, they have to carry out assignments on time. This is in line with the result of Elly (2016) who shows that discipline can affect student learning outcomes (Elly, 2016).

The existence of discipline is inseparable from the fulfillment of the interests or needs of all the stakeholders, such as students, teachers, and schools. The problem, however, is how to satisfy and synchronize the interests of every stakeholder to avoid clashes. Supposed the interests are not satisfied, the clashes would interfere with the learning process (Annisa, 2019). In the text, the interest of students is to be the winner. Supposed students' discipline is not achieved, this will affect the interests of others, i.e. teachers and schools.

- (2) *Padahal, jika kita bekerja dengan tepat, pulang telat takkan terjadi, lho.* (page 24)
(In fact, **were we work properly**, coming home late would not happen)
- (3) *Pikirkanlah dengan mendahulukan pekerjaan yang menjadi prioritas hari itu. Ini berarti kita harus pandai menentukan apa saja pekerjaan yang memang perlu diselesaikan hari itu juga.* (page 24)
(Now think about doing **prioritized work first** that day. This means we have to decide wisely what **work needs to be done that day**.)
- (4) *Nah, dengan begitu pekerjaan cepat selesai, kita bisa pulang tepat waktu dan bisa melakukan berbagai hal lain di luar pekerjaan.* (page 25)
(**By doing so, we would finish the work more quickly, go home on time**, and do some other thing besides works.)
- (5) *Beban hari Senin akan terasa lebih ringan, jika anda memulai pekerjaan dengan tugas yang lebih mudah, atau sebaliknya yang menurut anda mudah. Menyelesaikan satu tugas sebelum makan siang membuat suasana lebih baik, dan ampuh untuk mengasah produktivitas sampai sore hari.* (page 30)
(Monday blues feel lighter if **you start the day with the easier jobs** or the jobs you like. **Completing a task before lunchtime would boost your mood and this is good for improving productivity until late.**)
- (6) *Marilah mempersiapkan kegiatan membaca buku nonfiksi sebagai proyek membaca minggu ini. Buku tersebut harus kamu selesaikan dalam waktu seminggu.* (11th grade, page 43)
(**Let's prepare a reading activity of a nonfiction book since this will be this week's reading project.** You must finish the book within a week.)

The quotations above show the implementation of discipline. Quotations (2), (3), (4), (5) show how the prioritized work must be completed first, and how excellent time management leads to on-time task completion. Quote (6) shows the teacher's instruction of book reading assignment. This assignment must be accomplished within a week. This suggests that the implementation of discipline using the assignment deadline must be urged to the students. Through the assignment deadline, as stated in the quotes, students learn to manage the time excellently.

Not only does discipline make things more structured and orderly, as Zuriah implies (Zuriah, 2015), but discipline also prevents someone from indulging in bad habits. This is in line with Mustari and Rahman (2011) who suggest that discipline prevents someone from doing bad habits because one is to comply with the rules of the community (Mustari, M & Rahman, 2011). By deciding priorities, students learn to stop themselves from doing unimportant activities or activities that can be postponed.

- (7) *Seseorang melakukan sesuatu kegiatan tertentu saja harus memperhatikan langkah-langkah mengerjakannya.* (page 9)
(When someone doing an activity, **he/she must pay attention to the procedures.**

- (8) *Dalam pengoperasian komputer, kita harus mengikuti setiap prosedur bagaimana cara menghidupkan komputer dengan benar. Untuk menghidupkan komputer dengan benar, ikutilah langkah-langkah berikut.* (page 10)
(To turn a computer on, **we have to follow the procedures correctly.** To do so, follow the instructions.)
- (9) *Seseorang melakukan suatu kehidupan tertentu saja harus memperhatikan langkah-langkah mengerjakannya.* (page 11)
(To live a certain life, **someone must pay attention to the steps on how to do it.**)
- (10) *Dalam setiap kegiatan tampaknya prosedur itu menjadi pengingat bagi setiap orang untuk mematuhi tahap agar kegiatan dapat dilaksanakan dengan benar.* (11th grade, page 12)
(**In every activity, the procedure acts as the guidance** for everyone to do the activity correctly.)

The above quote is the implementation of discipline extracted from the Indonesian language textbook for 11th grade. Quotations (7), (8), (9), and (10), found on pages 9-12, are part of the steps on how to turn on and off the computer correctly. The quotes show that students must follow the prescribed procedures. In other words, students are required to be disciplined in following the rules orderly, as embedded in the procedure text.

- (11) *Percaya tidak, semakin sering hal kecil dipikirkan, akan semakin susah untuk kita menyelesaikan. Ini biasanya terjadi karena kita berpikir bahwa pekerjaan ini akan memakan banyak waktu dan sulit untuk segera diselesaikan. Padahal kerjaan ini bisa dikerjakan dalam waktu singkat.* (page 25)

(Believe it or not; the more often you think of unimportant things, the more complicated it will be. This often happens **because we think a job is difficult and spends a lot of time to accomplish. The job, however, can be done in no time.**)

- (12) *Mengerjakan pekerjaan tanpa batas waktu tidak menjamin kita bisa segera pulang tepat waktu. Ketika tubuh dan otak bekerja keras selama beberapa waktu, tentu diperlukan waktu untuk beristirahat sejenak. Ada baiknya, isilah istirahat dengan hal yang tidak membuat kita lupa waktu. Tetapi lakukan ha-hak yang membuat tubuh dan pikiran kembali segar.* (page 25)

(**Doing a job continuously does not guaranty us coming home more early.** Our minds and body need to take a break. **Fill the break time with activities that make us more focused.** And, do something to make our minds and body refreshed.

- (13) *Cobalah untuk berada di rumah sebelum jam tujuh malam pada hari Minggu, dengan begitu anda memiliki waktu yang cukup untuk menyiapkan pakaian, sepatu, aksesoris, dan kertas kerja yang harus dibawa ke kantor. Dengan demikian, pada saat pagi datang, anda tidak perlu terburu-buru dan merusak suasana sehabian penuh.* (11th grade, page 30)

(Try to be home before 7 p.m. on Sunday. In doing so, you have enough time to prepare everything you need to carry to the office. In the morning, you do not have to rush and ruin your mood the whole day.)

The quote contains the implementation of discipline value in the Indonesian textbook for 11th grade. Quotations (11) and (12), found on pages 24-25, are excerpts taken from the procedural text entitled "Tips for Keeping the Spirit on Monday". The quote contains tips to manage time well. Quotation (13) contains the instruction to prepare the equipment needed on Sunday before working in the office. These quotations urge students to manage time well.

The Implementation of Responsibility Character

- (14) *Perlu belajar mematikan komputer secara benar sehingga tidak cepat rusak dan berdampak negatif. Untuk mematikan komputer ada beberapa tahap yang harus diperhatikan. Tutup semua aplikasi yang anda gunakan. Klik menu start (XP)/Logo Windows (7) di pojok kiri bawah. Pilih Shut down dan tunggu beberapa saat hingga komputer Anda benar-benar mati. Setelah komputer benar-benar mati, kemudian tekan tombol pada monitor speaker, stabilizer dan perangkat komputer lainnya. Setelah itu baru cabut*

kabel dari stop kontak. Hal ini bertujuan untuk menghemat daya dan mengantisipasi terjadinya konsleting listrik. Selamat mematikan komputer secara benar. (7th grade, page 89)
(It is necessary to turn a computer on and off correctly so it will last longer. To turn off the computer, you must follow several steps orderly. Close all the running applications. Click the Windows logo on the left corner of the display. Click shutdown and wait for a moment and make sure your computer off. After that, turn the speaker, stabilizer, and all other components off. Unplug the power cable from the electricity socket. This can save power and protect the computer from short circuits. Happy turning off the computer correctly.

The above quotation is an example of the implementation of responsibility character in education is found in a 7th-grade Indonesian textbook. Quote (14) shows the implementation of responsibility in carrying out tasks. This quotation, found in the procedure text, explains how to shut down the computer properly. The text aims to minimize damage and gives understanding to computer users. The quotation teaches students to be procedural and serious in following the guidelines. Turning off the computer correctly by following the instruction makes the computer last longer.

In line with Yulianti, Djatmika, and Santos, (Yulianti, S.D, Djatmika, E.T & Santos, 2016), to accomplish an assigned task (by someone, by one's promise, or by circumstances) completely is a must. Consequently, performing the assigned task incompletely could lead to failure. The character of responsibility is very important to be implemented by students in completing the task assigned.

- (15) **Tunjukkan bukti** dari segi isi dan tujuannya bahwa teks tersebut merupakan teks prosedur!
Tunjukkan kalimat/kata mana yang menunjukkan ciri teks deskriptif!
Tunjukkan bukti dan alasan dari jawaban yang kamu kemukakan! (7th grade, page 90)

(**Prove** that this text is a procedure text viewed from the content and the goal! Show us which words and sentence that denotes the feature of a descriptive text. Give us the evidence and the reasons for your answer.)

Quotation (15) shows the implementation of the character of responsibility in presenting arguments through pieces of evidence and facts from reliable sources. This quotation contains an imperative sentence produced by the author directly to teach students not to answer questions randomly. In other words, each answer must be accompanied by textual pieces of evidence that prove that the answer is correct. Students' arguments must be based on evidence and facts from reliable sources.

Educating students' character is not only about teaching which one is right or wrong but is also about cultivating good habits so that students understand (cognitively) the right and the wrong, feel (affective) good values, and do it (psychomotor) (Kemendiknas, 2011). Presenting arguments based on facts teaches students to know what is right and wrong. After that, students are to respond accordingly based on the facts.

- (16) *Pewawancara sangat menghargai kandidat yang mampu menentukan nominal gaji yang ia harapkan karena dianggap dapat melakukan penilaian atas kemampuannya dan tugas-tugas yang akan dilakukan. Tentu saja angkanya harus logis sambil tetap membuka kesempatan untuk negosiasi.* (11th grade, page 15)
(17) (The interviewer really appreciates interviewees who can decide how much the salary they want because **they are considered capable of doing self-assessment to their competence and ability to perform the task.** Of course, **the nominal should make sense and negotiable.**

The quote shows the implementation of the character of responsibility in the Indonesian textbook for 11th grade. Quotation (16) is an excerpt taken from a text entitled "Job Interview Tips". The text provides information on how to perform well in an interview. Doing a job well will lead to the desired position. This teaches students to be responsible for the assigned task.

- (18) *Bagi perusahaan, wawancara merupakan kesempatan untuk menggali kualifikasi calon pegawai secara lebih mendalam, melihat kecocokannya dengan posisi yang ditawarkan, kebutuhan, dan sifat perusahaan. Wawancarapun menjadi ajang tanya jawab antarpewawancara dengan calon.* (page 13)

(For a company, **an interview is an excellent chance to understand the quality of the applicants deeper** and to observe whether the applicants match the position, need, and the company applied. An interview becomes a place for the interviewer and the interviewee to interact.

- (19) *Kita telah diharapkan mampu menunjukkan bahwa kita adalah orang yang tepat untuk posisi yang ditawarkan. Ceritakan kemampuan atau pengalaman yang relevan dengan posisi tersebut. Hindari mengkritik atasan atau rekan kerja sebelumnya karena ini menunjukkan sikap yang tidak profesional.* (page 14)

(We are expected to convince the interviewer that we are the right person for the position offered. **Tell him/her your competence and any relevant experiences.** Avoid criticizing your previous boss or coworkers because it shows an unprofessional attitude.

- (20) *Pewawancara biasanya memberikan kesempatan pada kita untuk mengajukan pertanyaan di akhir wawancara. Gunakan kesempatan ini secara elegan dengan cara menunjukkan rasa ingin tahu tentang lingkup dan deskripsi tugas posisi yang dilamar, kesempatan pengembangan diri dan sebagainya.* (page 14)

(Interviewers usually **allow us to ask questions by the end of the interview.** Elegantly use this opportunity to **express curiosity about the job description, self-development,** and so on.

- (21) *Calon yang ingin bertanya dalam posisi yang tepat menunjukkan kesungguhan minatnya pada posisi yang ditawarkan dan juga pada perusahaan.* (11th grade, page 15)
(The applicants **who ask intentionally shows interest in the job and the company.**)

The quotations show the implementation of the character of responsibility in the 11th-grade Indonesian textbook. Quotations (17), (18), (19), and (20), on pages 13-15, are the example of a text about interview tips. In the text, the applicants are to show to the interviewer that he/she is the right person for the position. The curiosity about the job and job descriptions also takes into account. This gives an insight for students to perform well in an interview. This indicates that the students are urged to make appropriate choices according to their abilities.

- (22) *(SDCI), menjelaskan bahwa ban adalah faktor utama pada kendaraan saat hujan. “Di Indonesia seharusnya mobil menggunakan ban all condition agar bisa dipakai untuk panas dan hujan. Ban bocor yang bocor pada musim hujan bisa memecah air dengan baik dan membuang udara yang tersandera di depan ban, “ujarnya kepada Kompas Otomotif beberapa waktu lalu dalam kampanye safety GT Radial di Jakarta Timur.* (11th grade, page 32)

(**Tires condition in vehicles holds an important role for safe riding during rain. In Indonesia, cars should use multipurpose tires so that they can be used for both heat and rain conditions.** Tires that leaks during rain can properly breakwater and remove the air held inside them,” he said to Kompas Otomotif in GT Radial safety campaign in Jakarta Timur)

The quote shows the implementation of the character of responsibility found in the procedure text. Quotation (21) provides the reader with information about the importance of choosing suitable tires for safety-riding. This shows that students must be responsible for what is said.

Conclusion

In sum, education aims to develop students' potential so that they can live independently in society and pursue a higher education level. To achieve this goal, implementing the character of discipline and responsibility is necessary. Character building or character education can be cultivated through junior high school textbooks in procedure texts. Procedure text is a type of text whose purpose is to instruct in how to do something through a sequence of steps. Procedure text urges students to ‘get something done’ by the mean of strictly following the steps prescribed in the text. This qualification demands students performing the characters of discipline and responsibility so that the goal could be achieved accordingly. These characters, as shown in procedure texts, can be found in junior high school Indonesian textbooks in

7th and 11th grades. Through the implementation of discipline and responsibility, students are expected to become more disciplined and responsible individuals.

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